

# Formation Mechanisms of Emotional Intelligence of a Future Psychologist in the Context of Vocational Education

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**Abstract:** *Objective:* Emotional intelligence is an indicator of a person's ability to communicate, the ability to be aware of their emotions and understand the feelings of others.

*Background:* The development of the emotional intelligence of junior university students occurs through various activities, especially in the process of specially organised training and education. This work aims to study the mechanisms of formation of emotional intelligence and stages of formation of emotional intelligence in psychology students.

*Method:* Data analysis, synthesis and pedagogical modelling were used. Scientific works on the formation of emotional intelligence were studied.

*Results:* This paper presents a model of the formation of emotional intelligence in students of psychology and practical recommendations for the formation of emotional intelligence in students.

*Conclusion:* The results obtained in this work can be used in practice during the training of psychological and pedagogical faculties students. Also, the materials presented in this paper can be used by teachers of psychology and pedagogy.

**Keywords:** Teacher, higher education, psychological education, emotions, professional training.

## INTRODUCTION

Psychologists and educators began to use the concept of emotional intelligence in scientific literature in the late 20<sup>th</sup> century. The initial definition of emotional intelligence was aimed at determining an individual's achievements and success in life. The search for predictors of academic and then life achievements became the basis for the development of various methods of psycho-diagnostics, especially testing the level of intelligence and creativity [1-3]. Studies have shown no relationship between a high score on IQ tests and a person's life achievements in general. The claim that a high level of intellectual ability and knowledge is the key to further success in life is considered questionable and erroneous [4, 5].

The development of emotional intelligence is associated with optimising the motivational sphere, the formation of self-regulation skills, such as self-control, self-analysis, prognostic skills, strengthening the adaptive abilities of an individual. All these components are necessary for personal development. As for the

emotional sphere of university students, at this stage of life, they can control their emotional experiences, prevent emotions, hide their current emotional states in critical situations of social interaction, and enrich their own emotional experience [6-8]. Ideals, responsibilities, moral norms become the subject of their stable emotional attitudes, which arise from generalising situational emotions. Feelings become the main determinants of a person's emotional life, on which the origin and content of situational emotions depend. Empathy is formed in early adulthood [9]. Empathy is the ability to respond to another person's experience, manifested by compassion and experience. Characteristic processes of this age period, such as the strengthening of conscious motives of behaviour, change of the system of needs, further formation of value orientations, formation of life purposes, are a strong basis for developing emotional intelligence [10-13]. The development of the emotional intelligence of junior students occurs through various activities, especially in the process of specially organised training and education. In addition to specialised disciplines, which mostly contribute to the formation of professional competence, the educational potential of general education disciplines has a socio-humanitarian direction [8].

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Innovative processes in higher education require changes in the educational paradigm to prepare a competitive specialist in the global labour market [14-16]. The competitiveness of a modern university graduate requires not only professional knowledge but also special skills of an individual, which provide him with the dynamics of professional behaviour, independence in finding and assimilating new information, adequate solutions in critical situations. Today there is a greater demand for professionals who have not only the appropriate qualifications but also such qualities as: the ability to communicate with people, resolve conflict situations, make unusual decisions, navigate a new situation, adapt to new living conditions [17]. The formation of these qualities is the task of a modern educational institution. Modern psychological science emphasises the emotional nature of the socialist activity due to the high degree of responsibility, tense interpersonal relationships, stress, which requires effective emotional regulation. Therefore, at the present stage of development of the university system forming a productive professional position of a young specialist, emotional intelligence is relevant and necessary. The purpose of this work is a theoretical analysis and generalisation of information about the development of emotional intelligence during the education of psychologists [18-21].

## **MATERIALS AND METHODS**

To study the development of emotional intelligence and its impact on the educational process, theoretical methods of cognition and analysis of scientific publications were used. Methods of analysis and synthesis of information and pedagogical modelling were used [22-25]. A theoretical review of the scientific literature on emotional intelligence was also conducted. The concept of emotional intelligence was considered using the methods of synthesis and analysis. The personal qualities, which are necessary for the professional development of students-psychologists, were considered. The synthesis method involved a combination of abstract aspects of a particular topic and its reflection as a whole, and this method involves the study of the object as a whole. In a scientific research [26], synthesis is related to analysis because it allows combining all the parts of a subject, which are then discussed in the analysis. The synthesis methods allow establishing the relationship of all parts and getting to know the object, phenomenon, or concept as a whole. Using the analysis method, it was analysed how the level of emotional intelligence affects the professional qualities of a future psychologist. The

analysis method is a method of scientific cognition, which studies the object imaginary or in reality, dividing it into basic elements, parts of the object, studies its properties, characteristics and relationships, considering each of the selected elements separately as a whole [27-32].

Using pedagogical modelling, a model of the formation of emotional intelligence in psychology students was developed. The method of modelling involves the development of a training system and certain practical recommendations. Pedagogical modelling is one of the methods of pedagogical research. Methods of pedagogical research are a way of knowing the pedagogical reality. Modelling in creating pedagogical technologies, including technologies of professional training of psychologists, is beginning to gain popularity among researchers. The stages of formation of emotional intelligence in students of psychological faculties were considered. Practical recommendations have been developed that teachers can use during lectures and practical classes with students [33].

A theoretical review of the scientific literature on emotional intelligence was conducted. Four scientific articles on emotional intelligence were considered. In the first considered work, emotional intelligence was considered as redefined based on the component approach to emotions. Researchers note that as part of a component approach to emotions, emotional intelligence can be rethought as the ability to identify emotions based on information from one or more of the five components of emotions such as, understand emotions in terms of probable evaluations, tendencies, reactions, expressions and feelings caused by situations related to goals and knowledge of how to regulate emotions by modifying one or more of these components. The authors of the second paper note that emotional intelligence can predict student performance and professional activity in the workplace [27-30]. This work is based on research in high schools in Delhi [12]. The study results revealed a noticeable difference in the emotional intelligence of future and working teachers. The results of the following work show that emotional intelligence has an important impact on health, relationships and work. The authors make several recommendations for developing and implementing future interventions in the development of emotional intelligence. In the last considered work, the authors study the selection for master and doctoral programs in clinical psychology. In the study results, the authors discussed the consequences of choosing a

high school and the profession of clinical psychology [34-38].

## RESULTS

### Theoretical Aspect of the Emotional Intelligence Formation

The professional success is undoubtedly related to knowledge, skills and abilities, erudition and the ability to think in general, i.e. the level of general intelligence. However, in most cases, a high level of general intelligence is not enough. One of the psychological constructions that allow integrating cognitive and affective processes is the phenomenon of emotional intelligence. Cognitive orientation, which is characterised by ignoring emotions, has long dominated the vocational training system of students of socio-psychological professions. And one of the decisive factors in the professional competence of future psychologists is the formation of emotional competence in the training process. Ultimately, this will provide a future psychologist with effective interpersonal interaction in future professional activities [39].

In the broadest sense, emotional intelligence combines the ability of an individual to communicate effectively, understand the emotions of others, and adapt to their emotional state. This ability to control oneself and to organise interaction correctly is extremely important in the field of activity that involves direct communication with others, which is important in the work of a psychologist [6]. A high level of development of emotional intelligence provides an opportunity to achieve professional and life success in general. Scientists note that from a pedagogical point of view, scientific approaches to the purposeful formation in learning and education of emotional intelligence of subjects based on the experimental study of signs of emotional processes and states and stable personality traits have not yet been developed. The main feature of competence, especially emotional competence of a psychologist as a pedagogical phenomenon, competence is not a specific subject skill, abstract, general or logical operation, but consists of specific life skills that are necessary for a person of any profession and any age [40, 41].

It is also worth paying attention to the description of the essence of the concept of "emotional competence of a psychologist". Empathy and emotional competence are important as integral qualities of a

professional psychologist. According to researchers, if a psychologist is deprived of such an important professional quality as emotional competence, his interaction with a client becomes a role play in which a psychologist relies more on his fantasies than on the client's inner emotional state [41]. One aspect of student learning is forming emotional intelligence as a set of abilities, knowledge, skills and abilities that allow a person to manage their emotions and analyse the communication process, creating a favourable emotional atmosphere.

It is necessary to state the unity of opinion of most scientists on the possibility of developing emotional intelligence during life. Most of their work determined the effectiveness of developing students' emotional intelligence components through specially organised training. Peculiarities of the influence of emotional intelligence on professional activity preparation are clearly manifested in the cognitive (perception of oneself and others) [42-44], emotional (emotional well-being), behavioural (communicative behaviour) spheres of the student's environment. In the cognitive sphere, the level of emotional intelligence affects the degree of coherence of perceptions of self and others. Students with a high level of emotional intelligence are characterised by a more congruent system of thought than students with a medium and low level of emotional intelligence. In the field of emotional well-being, emotional intelligence plays a regulatory role; for example, in stressful periods of study, students with a high level of emotional intelligence are characterised by a more pronounced comfort of the emotional state. In the field of communicative behaviour, the influence of emotional intelligence is ambiguous. It has been found that a high level of ability to understand one's emotions is associated with a decrease in popularity among a group of students. The stability of the system of mutual choices increases this general level of emotional intelligence [45-49].

Junior psychology students have a better ability to understand a person's emotional state based on external manifestations. They have a better ability to evoke certain emotions in people than understanding and managing their own emotions. First-year psychologists better control their emotions and the emotions of others compared to the ability to recognise emotions, understand the reasons that caused them. Instead, third-year students have more developed intrapersonal emotional intelligence than interpersonal. They understand and control their emotions better than the emotions of others [50, 51]. Senior students at the

Department of Psychology better understand their own emotions and the emotions of others, but better control the emotions of other people, manipulate them than control their own emotions and their verbal expression. Researchers interpret this fact as an insufficient level of professional maturity. Thus, graduate psychologists have a more developed interpersonal emotional intelligence, have a developed ability to understand their and others' emotions, are sensitive to other people's inner states and have a less developed ability to control their own emotions. However, researchers note that the emotional intelligence of psychology students is usually at an average level of development. It is homogeneous in its structure because the level of expression of individual components of emotional intelligence is approximately the same and virtually unchanged in the learning process [52-55].

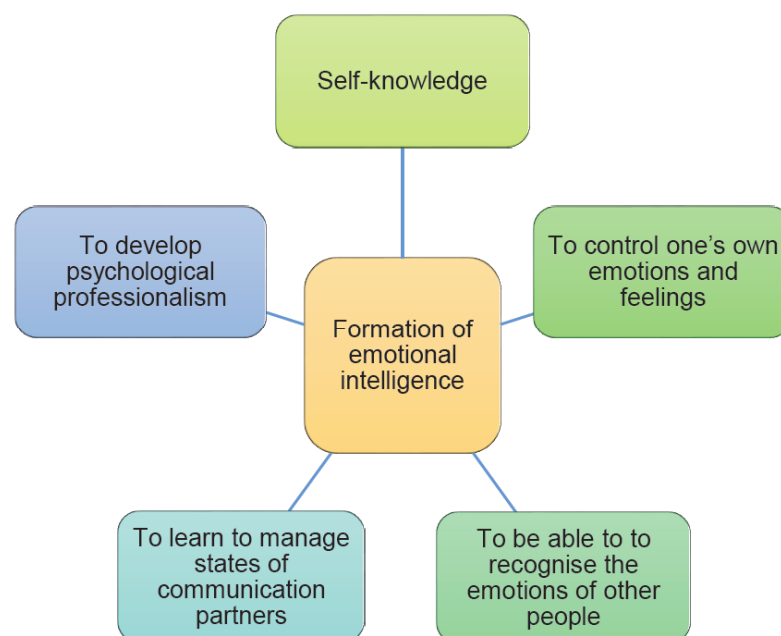
The facts about the lack of significant changes in the emotional intelligence of psychology students in the learning process are explained by the fact that students who enrol in the faculty of psychology already have a certain level of emotional intelligence and reflexivity. The reasons for the lack of further changes in the studied qualities can be explained by the shortcomings of the educational process, which has a poor practical orientation and insufficient awareness of knowledge among students about their professional development [18]. The development of emotional intelligence positively affects the quality of student learning and his attitude to life in general. For example, research shows that students with a high level of emotional intelligence

seek awareness and meaningful learning, interdisciplinary connections, read philosophical works, respect the customs and traditions of others, appreciate family values and friendships, feel part of their own and global communities, trying to participate in public and political affairs, and are responsible for their own health [56].

### Stages of Formation of Emotional Intelligence

Researchers identify several models of organising the formation of emotional intelligence in the context of the educational process of psychologists. Researchers believe that group classes using active learning methods help increase the level of emotional intelligence and the formation of personal and professional qualities in students [57]. The process of developing emotional intelligence in student psychologists researchers suggest dividing it into five stages. The model of the formation of emotional intelligence in students of psychology is presented in Figure 1.

The first stage consists of self-knowledge. The purpose of the first stage is to develop the cognitive component of emotional intelligence and other components, such as the ability to realise their emotions, trust, ability to analyse and express feelings, introspect and analyse their value orientations, and language. The second stage involves learning to control one's own emotions and feelings [58]. This stage is more focused on the development of the



**Figure 1:** Model of formation of emotional intelligence in students-psychologists.

behavioural component of emotional intelligence and its components. At this stage, special attention is paid to developing a tolerant attitude among psychology students. The third stage consists of developing students' ability to recognise other people's emotions and understand the feelings of a communication partner. Identification requires a strong emotional connection and focus on the other person, which increases the effectiveness of the psychologist's professional activity in the future. An important condition for the empathic understanding of the client's personality is an intense subconscious intention to penetrate a person's personality, which results from professional training and the habit of getting to know any person based on emotional intelligence techniques [32,33]. This is a difficult task of training future professionals, which cannot be solved by a lecture method. This problem can be solved only with the help of individual purposeful interaction, which forms the ability to diagnose another person based on methods and techniques of emotional intelligence. Thus, the subconscious acts as a temporary "buffer" for whole set of associations regarding the individuality of a particular client. The fourth stage of the development of emotional intelligence of students-psychologists is that they learn to manage states of communication partners. The fifth stage, in the formation of the emotional intelligence of psychology students in the development of psychological professionalism [58, 59].

According to some scholars, the main types of work that should be used to develop the emotional intelligence of psychology students includes, lectures, diagnostic methods, group discussions, game methods, methods aimed at developing social perception, art therapy, psycho-gymnastics and independent work. An important condition of the student's psychological readiness to study the profession at the university is, first of all, his ability to psychologically adapt to the learning environment as soon as possible. In her dissertation, S. Derevyanko experimentally demonstrated the direct dependence of the individual's ability to adapt to the student environment on the student's emotional intelligence level. The higher the level of development of the student's emotional intelligence, the more successful this process was. For future psychologists, it is important to understand the emotional sphere of a person and the ability to help him direct his life in the right direction, which also requires a developed emotional intelligence [60].

Some researchers note that there are ample opportunities for the formation of emotional cognition

skills. First, during university practice, students need to be given the opportunity to get acquainted with different professional communication and interaction situations. Secondly, it is necessary to include individual work tasks created by the method of specific situations. Education situations should involve the use of both rational and emotional means of cognition. Tasks offered to a student in vocational training may include both classes of situations in proportion to the importance of these situations in real work. It is possible to create the conditions for using emotional intelligence by limiting the time required to solve a problem, making the analytical solution ineffective. The second option may be to select tasks that are difficult to verbalise and require holistic emotional involvement. The training method also has great potential. The training provides an opportunity to look at simulated situations from different angles. Such decentralisation is important for the formation of emotional intelligence in students of psychology.

Experts recommend developing and supporting students during classes through activities such as: checking the studied material before introducing new, consideration of the topic from different positions and consideration of different points of view, linking the studied material to global problems, supplementing the presentation of artwork, discussion needs and importance of the topics studied for the group, community and the world community in general, providing materials with the views of famous people who offer alternative views on the issues discussed, encouraging students to summarise, creating conditions for applying the material in new contexts and situations [11, 61].

Achieving the level of an effective psychological tool of a psychologist with the help of emotional intelligence techniques requires taking into account the gender factor, which determines a fundamentally different formulation of the problem of professional training of male and female psychologists. For men, the challenge is to develop the ability to open the subconscious by stopping rational filters. For women who can do so for genetic, biological and gender reasons, the key is to strengthen rational intelligence and interrupt their subconscious flow of images and feelings.

## DISCUSSION

The concept of emotional intelligence is considered in the scientific literature by many scientists and researchers. In particular, in one of the considered

works, emotional intelligence was considered as redefined based on the component approach to emotions. The component approach to emotions defines emotions as processes caused by situations related to goals and those that consist of the interaction of evaluations, tendencies to actions, bodily reactions, expressions and feelings. As part of the component approach to emotions, emotional intelligence can be rethought as the ability to identify emotions on the basis of information from one or more of the five components of emotions such as, understand emotions in terms of probable evaluations, action tendencies, reactions, expressions and feelings caused by situations concerning goals and knowledge of how to regulate emotions by modifying one or more of these components [62].

The following work noted that emotional intelligence could predict student performance and professional activity in the workplace. This work is based on research in Delhi high schools. It investigates the coefficient of emotional intelligence in school teachers and future middle school teachers undergoing internships with effective teaching and learning. With the development of educational institutions in India, teachers need to have a high level of emotional intelligence to ensure better teaching. This paper uses data collected from future middle school teachers who are undergoing internships and working in Delhi high schools, using the normative survey method [63, 64]. The study results revealed a noticeable difference in the emotional intelligence of future and working teachers. Male teachers show a higher level of emotional intelligence than female teachers. The results of the study can also be used in practice by professionals of educational organisations [13].

Kotsou and other authors noted in their study that emotional intelligence can be defined as the ability to identify, express, understand, manage, and use emotions. In this paper, the authors presented a systematic review of 46 studies of emotional intelligence intervention among the adult population to assess their results. The results show that emotional intelligence has an important impact on health, relationships and work. In general, the results of the study provided some support for the effectiveness of emotional intelligence programs. However, the authors noted that certain limitations in most studies limit the generalisation of the results. The authors discussed the results and limitations in the presented studies and made several recommendations for developing and implementing future interventions [65].

The last considered work was devoted to selection for master and doctoral programs in clinical psychology. In many countries, the selection is largely based on bachelor's grades, namely, grade point average and honours degree. The authors noted that one important indicator for clinical psychology is testing emotional intelligence using the Mayer-Salovey-Caruso test (MSCEIT). The test determines the indicator of emotional intelligence, which is based on abilities. Testing a sample of first-year clinical psychology students, the authors investigated the relationship between emotional intelligence, measured by the Mayer-Salovey-Caruso test, the effectiveness of clinical tasks (simulated cognitive behavioural assessment and cognitive therapy) and the mean score [61]. Despite the small sample size, the results indicated a significant correlation between emotional intelligence and the results of clinical tasks. However, the authors noted no significant relationship between the evaluation results and the mean score. As a result of the study, the authors discussed the consequences of choosing a higher school and the profession of clinical psychology [15].

## CONCLUSIONS

The development of emotional intelligence of junior students of higher educational institutions is due to various activities, particularly in specially organised training and education. In addition to specialised disciplines, which mostly contribute to the formation of professional competence, the educational potential of general education disciplines has a socio-humanitarian direction. Innovative processes in higher education require changes in the educational paradigm to prepare a competitive specialist. The competitiveness of a modern university graduate requires not only professional knowledge but also special personal skills that can ensure the dynamics of professional behaviour and independence in finding and assimilating new information. It was determined that at the present stage of development of the university system of forming a productive professional position of a young specialist, emotional intelligence is relevant and necessary. The model and stages of formation of emotional intelligence in students-psychologists were considered. The formation of emotional intelligence consists of the following stages: to teach students to know themselves, to teach students to manage their emotions and feelings, to teach students to recognise other people's emotions, to teach students to manage the state of the communication partner, to teach students to develop psychological professionalism.

It was determined that the main types of work that should be used to develop emotional intelligence in psychology students should include: lectures, diagnostic methods, group discussions, game methods, methods aimed at developing social perception, and art therapy, psycho-gymnastics and independent work of students. It is recommended to develop and support students during classes with such activities as checking the studied material before introducing a new one, considering the topic from different positions and considering different points of view, linking the studied material to global problems, supplementing the presentation of works of art, discussing needs and the importance of the topics studied for the group, community and the world community in general, providing materials with the views of famous people who offer alternative views on the issues under discussion, encouraging students to summarise, creating conditions for applying the material in new contexts and situations.

Students with a high level of emotional intelligence are characterised by a more congruent system of thought than students with a medium and low level of emotional intelligence. The model presented in the paper can be used in practical classes for psychology students in higher education. The use of the developed model and the presented recommendations will promote the development of emotional intelligence in students-psychologists and increase their professional qualities.

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